

**UNIVERSITI TEKNOLOGI MARA**

**ATTRIBUTION OF ACHIEVEMENT IN ENGLISH  
AS A SECOND LANGUAGE (ESL): A STUDY IN  
UNIVERSITI TEKNOLOGI MARA, TERENGGANU**

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### **Declaration**

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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## **Abstract**

There have been a number of studies carried out on achievement in English as a second language (ESL). Some of the studies in the same area have been extended on the students' perceptions on how they view their success and what they perceived its cause(s) to be. Attribution is a term used to represent an act of establishing a reason to an event. However, studies on Malaysian's attributions are scanty and the results are often varied. Hence, this study was conducted to examine one of the causal attribution dimensions which is locus of control; internal and external as suggested by Weiner (1986). On the whole, this study tried to 1) identify the level of ESL achievement among the students, 2) examine the features of the success attributions, 3) investigate the differences in the internal success attribution and ESL achievement among students 4) investigate the differences in the external success attribution and ESL achievement among students and 5) understand the differences in External/ Internal attribution in gender. A set of questionnaire was distributed to 330 university students in Universiti Teknologi MARA, Terengganu. Only about 71.5% of the questionnaire were returned and analyzed once the reliability of the questions was gained.

The result of the study revealed that the majority of the students were moderate achievers in ESL that attributed their success to both external and internal factors. However, they were more inclined to external success attributions. There were differences found in internal success attributions among students of different achievement levels. The students of good level have attributed to success significantly differently than those of moderate as well as weak achievements. The same goes to the students with moderate compared to those weak achievement levels. The similar case was established in the external success attributions. The students with good level of achievement have a significantly different attribution from those of moderate and weak levels as well as weak when viewed with moderate level. Lastly, there was no significant difference in the attribution of success achievement between males and females.

In short, both external and internal attributions were notably ascribed to achievement especially the success in ESL and that teacher which is an external factor played a noteworthy role in the achievement. Though, it was also pertinent that one's attributions varied according to their level of achievement.

## Abstrak

Terdapat beberapa kajian yang dijalankan ke atas pencapaian dalam Bahasa Inggeris sebagai Bahasa Kedua (ESL). Kajian di dalam bidang yang sama telah dipeluaskan kepada persepsi pelajar tentang bagaimana mereka menilai kejayaan mereka dan faktor-faktor penyumbang kepada kejayaan tersebut. Faktor penyumbang (atribusi) adalah satu istilah yang digunakan untuk mewakili satu tindakan yang menjadi penyebab ke atas suatu kejadian. Walau bagaimanapun, kajian ke atas faktor penyumbang di Malaysia adalah sedikit dan keputusan sering berbeza-beza. Oleh itu, kajian ini telah dijalankan untuk mengkaji salah satu dimensi penyumbang kepada sebab-musabab iaitu lokus kawalan dalaman dan luaran seperti yang dicadangkan oleh Weiner (1986). Secara keseluruhannya, kajian ini adalah untuk 1) mengenal pasti tahap pencapaian ESL di kalangan pelajar, 2) mengkaji ciri-ciri penyumbang kejayaan, 3) meneliti perbezaan dalam penyumbang kejayaan dari segi dalaman dan pencapaian ESL di kalangan pelajar 4) meneliti perbezaan dalam penyumbang kejayaan dari segi luaran dan pencapaian ESL di kalangan pelajar dan 5) memahami perbezaan dalam penyumbang luaran / dalaman dari segi jantina. Satu set soal selidik telah diedarkan kepada 330 pelajar di Universiti Teknologi MARA, Terengganu. Terdapat hanya kira-kira 71.5% daripada soal selidik telah dikembalikan dan dianalisa setelah soalan-soalan tersebut mencapai tahap kebolehpercayaan yang ditetapkan.

Hasil kajian menunjukkan bahawa majoriti pelajar-pelajar berprestasi sederhana dalam ESL mengaitkan kejayaan mereka kepada kedua-dua faktor luaran serta dalaman. Walau bagaimanapun, mereka lebih cenderung untuk mengaitkan kejayaan mereka kepada faktor luaran. Terdapat perbezaan yang dijumpai dalam penyumbang kejayaan dari segi faktor dalaman di kalangan pelajar-pelajar bagi tahap pencapaian yang berbeza. Pelajar-pelajar yang berada pada tahap pencapaian yang baik secara signifikan berbeza daripada mereka yang mempunyai pencapaian yang sederhana dan lemah. Begitu juga dengan pelajar-pelajar yang mempunyai pencapaian yang sederhana berbanding dengan mereka yang mempunyai tahap pencapaian yang lemah. Situasi yang sama berlaku terhadap faktor kejayaan secara luaran. Pelajar-pelajar dengan tahap pencapaian yang baik mempunyai atribusi yang jauh berbeza daripada pelajar yang mempunyai pencapaian tahap sederhana dan lemah serta lemah apabila dilihat dengan tahap yang sederhana. Akhir sekali, tidak ada perbezaan yang ketara dalam atribusi kejayaan antara lelaki dan perempuan.

Secara keseluruhan, kedua-dua faktor luaran dan dalaman terutamanya pencapaian dalam ESL menunjukkan bahawa guru merupakan faktor luaran yang memainkan peranan yang perlu diberi perhatian. Ia juga amat ketara bahawa atribusi seseorang berbeza-beza mengikut tahap pencapaian mereka.



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